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ABSTRACT

Thirteen activities, exercises, and strategies for teaching elementary school children about their community's tie with the world are presented. Students examine their state and the world market, local ethnic restaurants, newspaper advertisements with local links to the world, cities with foreign names, ethnic ties, local businesses involved in foreign trade, and international links with local civic and service organizations. Activities include surveying the yellow pages of the telephone book, surveying homes for foreign-made products, making collages of advertisements, working with maps of the state, researching life in a foreign country, and surveying local churches. For the final activity, students prepare a magazine or newspaper to show what they have learned about the ties between their community and the world. The activities are suitable for individual or group work. Each lesson provides objectives, materials needed, procedures, and wrap-up methods. Some reproducible materials are also included. (KC)

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INTERDEPENDENCE: THE WORLD IN YOUR COMMUNITY

Project Associated Schools Service Publication

by

Donald N. Morris

Compliments of

ARIZONA PROJECT IN CITIZEN EDUCATION FOR CULTURAL UNDERSTANDING
Department of Elementary Education
Arizona State University
April 1980

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FORWARD

This booklet is made up of a variety of examples of lessons and activities from an experimental handbook developed by the Mid America Program for Global Perspectives in Education, Indiana University. Many of these examples were also used in other midwestern states and for much of the material and ideas herein we acknowledge the work of Dr. F. Gene Miller of Western Illinois University, in cooperation with the Illinois Office of Education, and Dr. Chadwick Alger of Ohio State University.

Rather than a handbook of "how to" we are presenting these selected pages to the Arizona elementary schools associated with our project as a stimulus to the local development of further creative lessons and activities which are supportive of present local and state curriculum goals. We believe that no community in Arizona, no matter how small nor how geographically remote, can afford to disregard the need for infusing a global perspective throughout the school curriculum at all levels particularly in view of the dynamic realities in our increasingly interdependent world.

As the reader will note on page 9, Arizona exports now total over $1.5 billion annually and over 40,000 Arizonans hold jobs that are directly dependent on exports of goods or expenditures by foreign visitors. Although economic statistics are more easily gathered and offer readily visible evidence of our interdependence with other parts of the world, teachers should not hesitate to draw upon the social, political and cultural resources within each community and to search out information on the many other ways their state and communities are linked with the rest of the world. As you develop your own activities, share them with your local newspapers and please let us know about them so that we may share them with other school communities through our Project Newsletter.

Donald N. Morris, Co-Director
Arizona Project in Citizen Education
for Cultural Understanding
Arizona State University

Responsible Transnational Participation
A New Dimension of Citizenship

International trade and travel, newspaper headlines, exchange students, multi-national corporations and T.V., today provide millions of Americans with information and experiences which 20 years ago would have seemed unreal or impossible. Increased trade and increased travel, along with a great increase in the number and the membership in non-governmental organizations, also provide more links between peoples of the world. These developments affecting hometowns everywhere, like the networks of jet airplane routes, oil pipelines, giant ships, instantaneous global communication and intercontinental missiles have largely eliminated the cushion of space that once separated nations and peoples. Technology has extended the boundaries of occupations, cultural activities, and other human endeavors. This means that today all of us are affected by, and in turn, have some opportunities to influence global affairs.

The nation's schools bear a major responsibility for preparing children and youth to live in this complex, interrelated world. This involves knowledge, acceptance and appreciation of diverse cultures--whether they be from within the community, from within the nation or within the world community. It means understanding the technological developments that are shrinking time and space; and learning to analyze, and to participate in efforts to solve world problems and issues.

Opportunities for children and youth to learn about and to participate in the social and economic processes of our increasingly interdependent world must be made more visible and concrete. Local communities and states are good places to start. Volkswagens, Toyotas, toys, cameras, bananas, tea, coffee, churches, Rotary clubs and a host of other organizations and products provide links between our hometowns and villages and cities the world over. Food and other products destined for Japan, the Soviet Union, India, or Egypt are produced and shipped in places such as Peoria, Illinois; South Bend, Indiana; and Flint, Michigan, as well as Baltimore, San Diego, and New Orleans. Most Americans trace their heritage to some other country or some other area of the world. The territories our states now occupy were once occupied by other peoples and nations.

No matter where we live or what we do for a living, we all have ties and links to other nations and peoples. Our history, our livelihood today, and many of our religious, scientific and cultural activities link us with other peoples, with other cities, and other nations in the world over.

Preparing young people for effective and responsible participation in today's world should include helping them develop the competences needed to identify and to assess the significance of the contacts and connections between life in their states and in their hometowns, and life in villages and cities around the world.

This handbook is designed to provide educators at the local and state level with practical assistance in their efforts to prepare

children and youth for responsible citizenship in a global age. It includes a number of activities, exercises, and strategies for identifying and utilizing resources, talents, experiences, and instructional materials to make more obvious and concrete the opportunities local communities and states provide to learn about and to participate in global affairs. It is an outgrowth of a number of specific successful experiences. It is intended to both allow others to profit from those experiences and to stimulate them to experiment further with ways of helping students prepare for a future which will be their present.

I. Identifying Your Links to the World. Who Among us . . .?

Objectives: 1. Students will answer questions about themselves and how their lives might be linked to the world.

2. Students will draw conclusions about the relationship between their lives and the world.

Materials Needed: The following questions.

Procedure: The questions should be presented to the class as a whole by the teacher, or divide the class into small groups, give them the question and have them compile the information. As the groups report back to the class, put the information on the board or on a transparency.

A. Who among us:

1. Drives a foreign car? What kind?
2. Has traveled overseas? Where?
3. Has a friend or family member who has traveled overseas? Where?
4. Is wearing something made in a foreign country?
5. Has relatives abroad?
6. Has hosted or recently met someone from another country?
7. Belongs to an organization with members or programs in other countries? Lions, Rotary, YWCA-YMCA, Scouts, 4-H, Churches
8. Eats food from other countries? Bananas, coffee, chocolate, tea
9. Has worked for a multinational corporation or has parents who do?
10. Has eaten in a restaurant specializing in foreign foods?
11. Speaks or understands another language?
12. Belongs to a religion whose origins were in another country? Christian, Jewish, Islam, Buddhist
13. Uses the metric system?
14. Collects stamps?
15. Has studied geometry?
16. Has bought toys from another country?

17. Has a record by the Beatles, other foreign groups, or singers?

18. Has attended a program with performers or athletes from another country? Russian Gymnastic Team, Chinese Acrobats, World Team Tennis, World Hockey, etc.

19. Has watched live on T.V. something happening in another part of the world?

20. Has a pen pal in another country?

Wrap Up:

After answering the questions, have the class discuss how their lives are affected by those links to other parts of the world. What would life in your community be like without these links to the world?

In preparation for further study, you might also ask -- after looking at ways your life is linked to the world, can you think of ways your community or state is linked to the world? For example, are there companies in your state that ship goods overseas, civic organizations with world ties, import stores, state agencies involved in promoting local products abroad or foreign investment in your city, etc.?

II. Your State and The World Market

Objectives:
1. Given trademarks, students will identify the number that are American or international companies.
2. Students will identify what is produced by the companies with which they are familiar.
3. Students will categorize the companies.
4. Students will draw conclusions about the impact of international companies, especially in their state.

Materials Needed: Handout with trademarks and handout "Your State and the World Market." Students are asked to obtain information about international companies in their state from the Commerce Department.

Procedure: Give the students the handout with the trademarks and ask them to list the number of companies that are American and the number that are international. Ask for various responses from the class to see how many they listed in each category. Then tell the class that all of the companies listed are international, with headquarters for their European operations in Brussels, Belgium.

Divide the class into groups and have them identify the companies they are familiar with and what they produce. Categorize the companies, based on what they produce.

After completing the categorizing, answer the following questions:

1. From this limited information, what kinds of companies are international? What reasons might these companies have for being international?
2. What affect would these companies have on the country where they are located? Consider workers, consumers, bankers and businessmen.
3. How would the U.S. consumer, worker and businessman be affected by international businesses in their state?

Give the students the handout, "Your State and the World Market" and have them answer the questions. They need to obtain information, to save time you may want to write for the information before you do the activity.

MERCURY
Buckman Laboratories, S. A.
Levi's
CONTROL DATA
Beatrice Foods Co.
donaldson
RIDGID
Pro-Tested Work Saver Tools
Cessna
KOMATSU
codex
eucce sa
PROCTER & GAMBLE
European Technical Center
Pfizer
Chevron
ABDICK
hooker chemical
NV
SA
epe/Europe
N.V. GRIFFITH LABORATORIES EUROPE S.A.
pyronics
INTERNATIONAL S.A.
EVINRUDE
AMCEL
Lee JEANS
Wrangler
Allied Chemical
Lever Lockhead International
AM
GAF
AMERICAN CAN COMPANY
Combe
international ltd.
GENERAL ELECTRIC
Edmont
BELGIUM
FIBERGLAS
BROWNING
TERUMO
BC
BRUNSWICK EUROPE
SUNOCO
DAIKIN EUROPE NV
VICTOR
ITT
HILTON INTERNATIONAL
Ethyl
Great Lakes
Chemical Corporation
marantz
We sound better.
Hino
Esso
CHEMICALS
Culligan
extracorporeal sa.
FMC
Samsonite
HUGHES
BORG WARNER
Chemicals
Arcair
B&D
ASAHI PENTAX
VOLVO
Armstrong
3M
Honeywell
TRAVENOL
CLARK
CHAMPION
MONROE
Holiday Inn HOTEL
HERCULES
PHILLIPS PETROLEUM 66
SUBARU
Johnson
JOCKEY INTERNATIONAL, INC.
intel
RAMADA
HAMMOND
Scott
WANG
Sansui
PIONEER
Upjohn
Monsanto
CHEMETRON
Gates
HONDA
MAXON
western
OMCO
UNIROYAL
MOTOROLA

Your State and the World Market

The Division of Commerce and Industrial Development, State of Missouri, recently announced the establishment of an international business office in Dusseldorf, Germany. More than two dozen states now have offices abroad to promote the exports of products from their states and to encourage foreign investment in their states.

More than 40 states have specialists in international trade. A major goal of these specialists in state capitols and in foreign trade offices is to help generate and maintain jobs for workers in their states.

How does your state government help promote the sale abroad of products produced in your state?

How does your state government encourage foreign investment in your state?

Is there an international trade division or foreign trade office in the Commerce Department in your state?

From the Commerce Department in your state obtain records of imports, exports, foreign investment, firms involved in foreign trade?

What kinds of products are most important in the foreign trade involving firms in your state?

What countries have invested in your state?

In what kinds of business have they invested? Banks, land, manufacturing plants?

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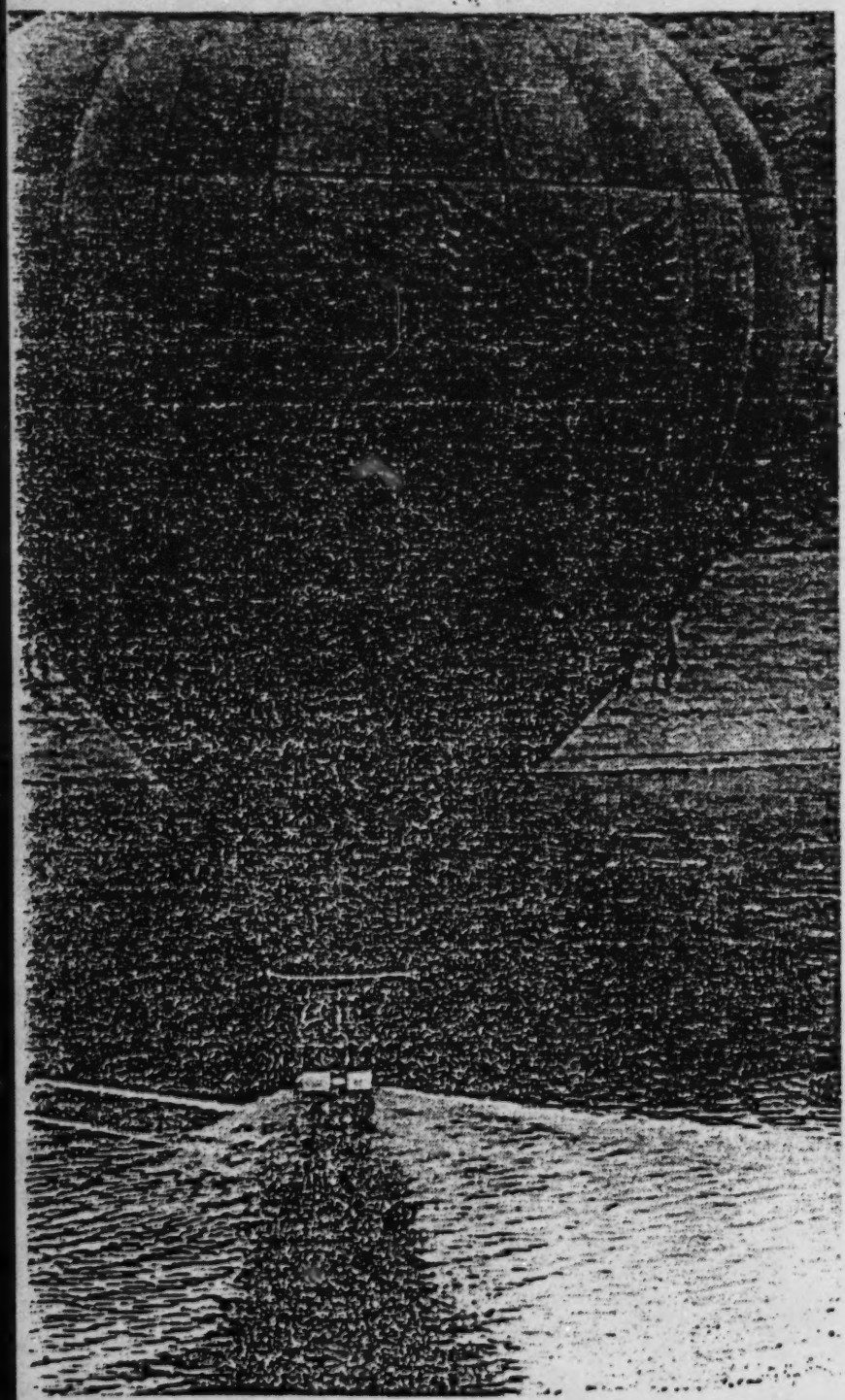


Butch Brown

eeting

e victim of a fundamental law while floating over Lake ning a ballonists' rally at Thunderbird Academy in Phoenix, Campbell decided to sightsee — only to have his fuel supply and his luck run out at the same time.

1978 exports from Arizona top $1.5 billion

By A.V. Gullette
Republic Staff

Arizona exports went over $1.5 billion in 1978, led by a 31 percent increase in manufactured products, the Arizona World Trade Association reported Thursday.

The exports were nearly double those of 1977, which totaled $725 million.

The figures came from the association's survey of 94 manufacturing firms and state estimates on at least 300 smaller firms engaged in exporting.

Manufacturing accounted for more than $950 million of the exports, according to William Kane Jr., director of international trade in the state Office of Economic Planning and Development, which joined with the association in the survey.

Kane's figures showed agricultural exports at $350 million, up from $285 million a year earlier, and mining exports at $200 million, down from $218 million.

In addition, he estimated that foreign travel in 1978 produced spending in Arizona of $465 million, and services and products sold through Arizona firms accounted for many millions more.

The manufactured products exported by Arizona firms include electronics and machinery. Agricultural products included cotton, citrus and wheat and the mining export was copper.

Harry Mottek, president of the trade association, said the survey revealed that more than half of Arizona exports go to Western Europe and 20 percent to the Far East.

Mottek and Kane said this year's exports will be considerably more than 1978.

In addition to the products exported from Arizona are numerous services by Arizona firms, including engineering, architecture, agriculture and computer programming and others in the software field, Mottek and Kane said.

"There is no way to report these services," Kane said, "but the total is considerable."

Kane said 88 manufacturing firms responded to the survey and six others were queried by phone.

"At least another 300 firms are known to be actively engaged in exporting," he said. "If we assume very conservatively that these firms averaged $100,000 worth of exports each, another $30 million can be added.

He said Arizona manufactured exports grew 257 percent from 1972 to 1978 while total manufacturing output in the state grew 108 percent.

EXPORT HIGHLIGHTS

Arizona exported approximately $1,509,000 ,000 of manufactured, agricultural and mineral products during 1978. In addition, about 470 million dollars was spent in Arizona during that year by foreign visitors.

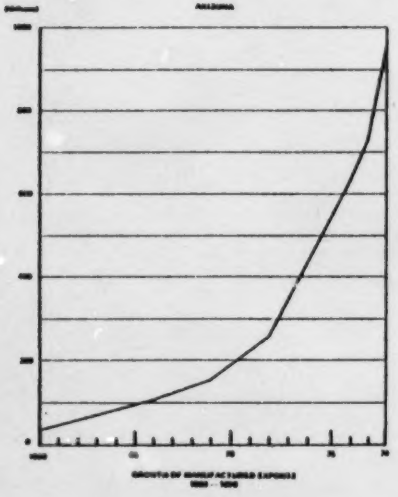
ARIZONA EXPORTS DO MEAN ARIZONA JOBS. About 41,000 jobs in Arizona in 1978 can be directly related to exports of goods or expenditures by foreign visitors.

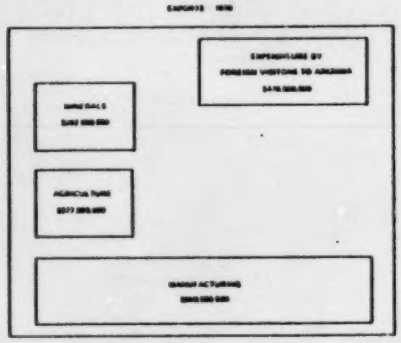
MANUFACTURING

Exports of manufactured goods totaled 950 million dollars in 1978 up from 725 million in 1977 and 639 million in 1976. This is a 48.7% rise in the last two years. Over 11% of the value of all manufactured goods in Arizona are exported.

Between 1972 and 1978 Arizona's total manufacturing output grew 108% while our exports grew by 257%.

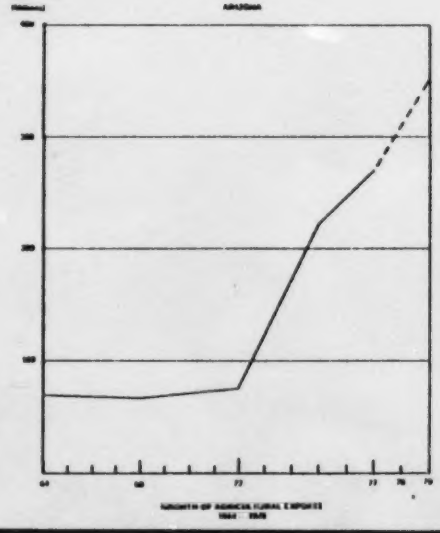
About 20,700 jobs in Arizona were dependent on exports of manufactured goods - about one in every six manufacturing jobs.





AGRICULTURE

Two hundred and seventy-eight million dollars worth of Arizona agricultural products were exported in 1977, over four times the 1972 level. The preliminary 1979 estimates indicate an even more dramatic rise to over $350 million. Over 25% of all of Arizona's farm and ranch products are exported, over 65% of its cotton, 33% of its citrus, 70% of its wheat.



Since 1972, our total agricultural production has risen 114%, but our agricultural exports have increased by 400%. In other words, almost our entire increase in value of agricultural production has been due to exports of Arizona Products.

Approximately 5,800 farm workers in Arizona owe their jobs to exporting of our agricultural products.

MINERALS

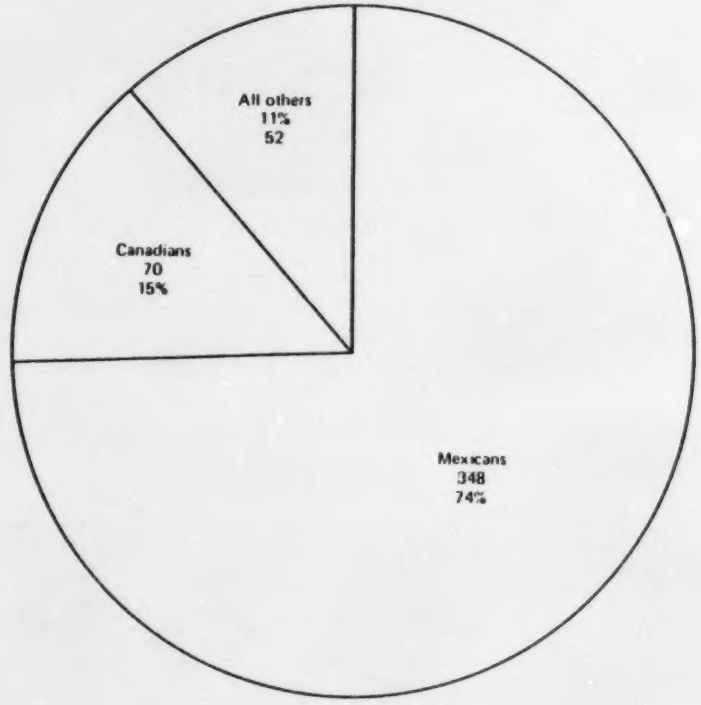
Minerals accounted for 282 million dollars worth of exports in 1978, about 18% of all mined products in the state. Major exports from the state are molybedenum, gold, copper and silver. Approximately 3,500 jobs in Arizona are directly related to its mineral exports.

FOREIGN VISITORS

Foreign visitors to Arizona spent approximately 470 million dollars while in the state or about 15% of the total spent by all visitors in Arizona in 1978.

Mexican nationals spent 348 million dollars here in 1978 or 74% of the total. Receipts from Canadian visitors reached about 70 million dollars or about 15%.

About 11,200 jobs in Arizona were directly related to foreign visits during 1978.



FOREIGN VISITORS SPENT
$470 MILLION IN ARIZONA IN 1978.

III. Ethnic Restaurants in Your Town or City

Objectives:

1. Students will survey the restaurant section of the yellow pages of the telephone book to establish clues they will use for determining how restaurants are linked to the world.

2. Students will use the clues to analyze the restaurant section of the telephone book for a list of countries to which restaurants are linked.

3. Students will survey the yellow pages of the telephone book and identify other sections where they find evidence of global linkage.

4. Students will indicate the clues they used to identify the world links in other sections of the yellow pages of the telephone book.

Materials Needed: Yellow pages of the telephone book.

Procedure: Have the students work in small groups (2 to 4) with someone bringing a phone book for each group.

Have the students quickly skim the restaurant section for clues about ways restaurants are linked to the world. Have them list the clues on scratch paper and discuss these clues with the group or the class. Some clues might be cities (such as you would infer from the Acapulco Inn), countries (such as Doro's Excellent Italian Cuisine), or other geographical locations (such as the Mediterranean House). An inference might be based on the food advertised as in "gyros" (from Greece).

Based on the clues discussed, have the groups work with the phone book to list at least ten places in the world with which your community is linked via its restaurants. Have the groups report their findings to the class. The teacher might want to record the countries listed on the board, or mark them on a map.

Then, ask students to survey the yellow pages of the telephone book and identify sections other than the restaurant section that have evidence of global ties. List the clues that they used to identify other sections.

After completing the activity, the following are possible discussion questions:

1. To what parts of the world do restaurants in our community tend to be linked, based on the evidence in the phone book?

2. Identify 2 or 3 reasons why these ethnic restaurants may be located in your community.

3. How much are these ethnic restaurants or foods a part of your life?

4. Describe at least 5 other procedures you might use to gather further evidence of world links in your community by making some first-hand field observations in your community.

(In a very small community the teacher might also have students use a phone book from a city nearby and make comparisons.)

Suggested Additional Activities:

Repeat this exercise with other sections of the telephone yellow pages. Look under headings such as: automobiles, cameras, churches, television sets, travel agencies, sports equipment, manufacturing firms, civic and professional organizations.

IV. Finding Foreign Made Products in Your Home and Community

Objectives:
1. Students will survey and analyze their home and community for foreign made products.
2. Students will categorize the data gathered and compile the data into charts, tables and graphs to be used by the class.
3. Students will develop maps to show the flow of products to their community.
4. Students will draw conclusions about the relationship between their home, community and the world.

Materials Needed: Paper and pencils for taking surveys, paper for posters or transparencies and a large map of the world, colored pins (or something to mark places on the map).

Procedure: Have students take a survey in their home of the products they have that were made outside the United States. Have each student categorize the information and report to the class. On a map of the world, indicate with colored pins each country mentioned or list the countries on the board. Then, have students analyze their data.

Possible discussion questions:

1. How dependent are you and your families on products from the rest of the world?
2. What would your life be like without these products?
3. What parts of the world seem to supply our needs for imported products?

In groups or individually, have students survey the following places in their community for foreign made products:

a. A local business (grocery, hardware store, clothing store, etc.)
b. Parking lots for foreign made vehicles
c. Equipment in the school (audio-visual, sports, science, home economics, etc.)

Have students categorize their data and make charts, or tables, to present their information to the class. Again, you may want to indicate on a map where these products come from. Ask the class to draw conclusions on their data. Possible discussion questions:

1. What kind of relationship exists between our community and the rest of the world?

2. What would our life be like without foreign made products?

3. How much do you think communities of the world depend on the U.S. for products?

4. How do such exchanges affect the lives of those involved?

5. What parts of the world do we seem to depend on for products?

6. List some reasons Americans use many products made in other countries?

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V. Newspaper Ads Provide Information About Local Links to the World

Objectives:
1. Students will clip from the local newspaper ads for products or services from another country, or articles describing ways their locale is linked to the world.
2. Students will compile these ads and articles in a collage.
3. Students will draw conclusions about how their locale is linked to the world.

Materials Needed: Local newspapers that can be cut up. The teacher should try to provide newspapers for students who may not have them available at home.

Procedure: Ads and articles could be from one day or a week or longer. The students could compile individual collages over a long period of time, or each student could bring an ad or article on one day and make a class collage. Over a longer period of time, you could make a very large class collage. As the collages are put together, either individually or as the class, the teacher might have students indicate on a map the places of the world that are represented.

Display the completed collage(s) and have students discuss ways their locale is linked to the world.

Possible discussion questions:

1. In what categories can we place these links to the world?
2. Why do we have these links to the world?
3. Which are the most important to you? To your parents? To businesses? Farmers? Workers?
4. Which links affect the most people? How are they affected? Is it a positive or a negative affect? Explain your answer.

VI. Using Road Maps to Find Cities With Foreign Names in Your State

Objectives:

1. Students will analyze a map of their state for cities that are named for cities in other countries.
2. Students will analyze a map of their state for names of cities that are from words from other languages.
3. Students will categorize their data.
4. Students will draw conclusions about the relationship between other areas of the world and the cities they have identified.

Materials Needed: Map of your state such as a highway map.

Procedure: Students could work in groups or individually on this project. Ask them to identify cities in their state that are named for cities in other countries. If possible, have them indicate what country the city is located. Then, ask them to identify cities whose names are from other countries or languages. These they may categorize by languages or such things as people, historical sites in other countries, or whatever categories they select. Discuss their findings with the class.

Possible discussion questions:

1. How were the names of cities in your state affected by other countries of the world? Other languages?
2. What conclusions can you draw about why these names were chosen for these cities?
3. How many of these names do we pronounce as they would in their country of origin? How many pronounciations have been changed by Americans? Why do you think these changes occur?
4. Are there any special relationships maintained between people in these cities and the city for which they were named?
5. What examples can you think of where Americans have named things in other countries after cities, famous people or events, etc. in this country?

Possible Variations: Repeat the activity using names of streets, lakes, rivers, parks, ports, recreational areas, military bases, etc.

VII. Compiling a Scrapbook of Information About Your Community and the World

The following activity is from a very useful booklet, Peoria and the World, by Kay Bennett, Meredith DeGood and Jan Smith, printed by the Peoria Journal Star, Peoria, Illinois 1976. This booklet has several useful ideas on the use of newspapers in studying your community and the world.

Objectives:

1. Students will collect information about their community, state and country.
2. Students will organize and compile the information in a scrapbook.
3. Students will receive a similar scrapbook or letters from students in another country.
4. Students will learn about another country from students their own age.
5. Students will develop friendships with students in another country.
6. Students will compare what they learned about their own community, state and country with what they receive in the scrapbook or letters from students in another country.
7. If students do not receive a scrapbook, they will research the city and country to which they are sending the scrapbook and make comparisons.

Materials Needed: The reference desk of the public library has a book listing all the newspapers published in the world. Copy the names and addresses of the newspapers in the country you wish to study and write to them. (Jan Smith wrote the Brazil Herald and they put her in contact with a school in Brazil). Scrapbook, magazines and newspapers.

Procedure: The teacher or class will need to write the school identified and determine if there is a class interested in exchanging letters and a scrapbook. Even if they are not interested in sending a scrapbook you could ask if they are interested in receiving yours. (Jan Smith's 4th-grade class in 1974-75 and 1975-76 has exchanged letters and a scrapbook with ESCOLA GRADUADA DE SAO PAULO, the American Elementary and High School in Brazil. In 1976-77, they exchanged letters and a scrapbook with a fourth-grade class in Saudi Arabia.)

The booklet, Peoria and the World, is available from ERIC-ChESS, 855 Broadway, Boulder, Colorado 80302

Students should compile information about their school, community, state and country to put in the scrapbook for the children in another country. To collect information, students may write th mayor of their community, the governor of the state, and the President requesting materials for their scrapbook. The students can clip newspaper and magazine pictures and articles to show many facets of American life. They can do research and write reports for the scrapbook. Other possible ideas would be to include a stamp collection or their own pictures in the scrapbook. The finished scrapbook should give the students in another country a good over-all view of America. The students might want to exchange tape cassettes (if the other school has compatible recording machines) to make the exchange even more personal and fun.

As students put together the scrapbook, you might want to discuss why they chose the items to be included. As they work have them consider what they want the foreign students to know about their community, state, and country. As you begin, you might ask the students to make a list of questions they would ask about a country they had never seen or knew very little about.

If students are not receiving information about the city and country to which they are sending the scrapbook, they may want to do some research on where their scrapbook is going. They might display what they find on a bulletin board.

Possible discussion questions:

1. How does life compare with a 4th-grade student in city or country being studied? Consider climate, housing, food, schools, customs, sports, etc.

2. Would I be willing to change places with someone my age in city or country being studied? Explain your answer, give reasons why or why not.

VIII. Our Ethnic Ties, Then and Now.

Objectives:

1. Students will collect data on cities in their state that celebrate festivals based on the ethnic origins of their citizens, past and present.

2. Students will collect data on cities in their state that have historical reminders of the ethnic background of their citizens, past and present.

3. Students will present their data to the class.

4. Students will draw conclusions about the relationship between people in their state and other countries in the world.

Materials Needed: Information on their state or community available from the tourist office of the state department of commerce or local chamber of commerce. Information on historical sites available in travel guides, such as those published by oil companies and available in libraries. You might also check to see if there is an international center in the state capital.

Procedure: After students have collected their information (to save time, you might want to write to these places for them), the following are possible ways to use their data.

1. Make bulletin board displays on the "parts of the world" that can be visited in their own state without leaving the state.

2. Report or demonstrate to the class crafts, customs or styles of architecture from other parts of the world that can be found in cities in their state. (Consider guest speakers, if they are available.)

3. As a class project, prepare a travel guide on how to "see the world" without leaving your state. This could be as simple or complicated as the class time and interest allows. If it is possible, have the class visit one of the places in their travel guides.

4. Make a large map and indicate with appropriate pictures where the national or ethnic festivals are located in your state. Students in small groups (2 or 3) could be responsible for one picture.

Any of these activities could be followed with some of the following questions for class discussion.

1. Based on our information, from what parts of the world have people come to our state?

2. People from what countries tended to settle in which parts of our state?

3. What visible influences have these people had on the areas they settled?

4. What reasons can you give for why they chose these places? (Jobs, resembled their homeland, others were already here, climate, etc.)

5. Name some famous people from the groups we have identified that settled in our state. Indicate the contributions made by these people.

IX. Identifying Local Business Firms Involved in Foreign Trade

Objectives:
1. Students will obtain information on companies in their locale that are involved in international trade.
2. Students will hypothesize about the effects of international trade on companies in their locale.
3. Students will hypothesize about the effects of international companies on the locale in which they are located and the countries with which they trade.

Materials Needed: The information will have to be obtained by contacting local industries. The students will need information on the economic activity of the company, such as number of employees, countries with which it trades, sales (within the U.S. and outside the U.S.), types of products produced and foreign offices or representatives.

Procedure: In this activity the teacher has several options to adapt the activity to his or her area and needs. The class could be divided into groups, with each studying one local industry, or the class as a whole could study one industry. A class could choose to study a multi-national corporation in their state or locale rather than local industry. The choice should be based on student interest and what is located in your area.

Students should compile their information in charts, tables, graphs and visuals (posters, bulletin boards, or transparencies) so it is available to the class. They could indicate on a map of the world where the corporation they are studying is located in their state, and where they trade in the world. On the map pictures may be used to indicate the products traded. Another map might be drawn to indicate the methods and routes of transportation that would be used to get the products from their area to the parts of the world in which they are sold.

After compiling the information the following are some possible discussion questions:

1. Why is this corporation able or willing to sell it's products to other countries?
2. How do you think this company has been affected by it's involvement in international trade? Has it been helped or hurt? Explain your answer.
3. What problems has the company faced because of it's international involvement?

4. How has our community or locale been affected by the activities of this company?

5. How are the people and country who receive these products affected by this international trade?

6. Why do you think this company involved in international trade chose to locate in our state or locale? Was it a multi-national before locating here, or after?

Businesses may be willing to send representatives to talk to classes about their companies activities in international trade.

Your state department of commerce may have a list of firms involved in foreign trade.

X. Collecting Information About International Links of Local Civic and Service Organizations

Objectives:
1. Students will use a questionnaire to survey local civic and service organizations to determine ways they are linked to the world.
2. Students will organize the data from the questionnaire into charts and tables.
3. Students will analyze the data and draw conclusions about ways and the extent to which local civic and service organizations are linked to the world.

Materials Needed: Lists of local, civic and service organizations and their presidents. These should be available from the local chamber of commerce. The questionnaire is included. (You may want to revise it to suit your needs.)

Procedure: Have students individually or in pairs contact the various organizations and arrange to meet with a representative to complete the questionnaire. Make sure students give an explanation of the objectives of the questionnaire and the kind of information desired. This could be done on the phone or by mail, though personal contact would be preferable for more complete information and a larger percentage of responses.

The information from the completed questionnaires should be tallied and placed in charts or tables that can be used by the class. A form for tallying the questionnaire is suggested. On a world map, indicate national headquarters with one color, another color to indicate countries visited, or countries that have sent visitors or countries where organizations have projects.

After compiling the data, the following discussion questions could be used:

1. To what areas of the world are local civic and service organizations linked?
2. In what kinds of world projects or programs are local civic and service organizations involved?
3. What reasons do these organizations have for being involved with the world?
4. How great an impact do these organizations have on the world? Other countries? Your state and community?

This questionnaire is part of a social studies activity to determine how civic and service organizations in (community) are linked to the world. The class will compile the results to show ways organizations are linked to the world and countries with which they are involved. You are welcome to see our compiled data. Thank you for helping us find out how organizations in our community are linked to the world. If you have any questions please call me at _____ or come to the school.

Thank you

_____
(Teacher)

Name of Organization_____

Is your membership international? Yes No

Do you have an international headquarters? Yes No

If so where is it located? _____

In what country did your organization originate? _____

What kinds of international projects does your organization participate in? Please list and give a short explanation.

_____

_____

_____

_____

Have any of your members in the last year visited members in another country? Yes No

If so, what country? _____

Have members from another country visited your local organization? Yes No

If so, from what country?_____

If any of your members have traveled outside our country and would be willing to talk to our class about their experiences would you please indicate their name, the country they visited and how they could be contacted.

Civic and Service Organizations and World Involvement

Organizations	International Headquarters	Country of Origin	Countries Your Members Visited	Countries Sending Members to Visit	World Projects
Kiwanas					
Rotary					
YMCA-YWCA					
Altrusia					
Lions International					
Zonta					

XI. Foreign Born in Your State

Objectives:
1. Students will answer factual questions about immigration based on the charts provided.
2. Students will analyze the data provided by the charts and draw conclusions about the historical significance of the immigration statistics.
3. Students will compare foreign stock statistics by states for 1960 and 1970, and draw conclusions.
4. Students will research the affects of immigration on their own community and state.

Materials Needed: Statistics available from the U.S. Statistical Abstract. (Found in most libraries.) Detailed abstracts for each state are published by the Census Bureau and may be available in libraries.

Procedure: Give the students charts number 165 and 40 and ask students, either individually or in groups to answer the following questions:

1. Between 1820 and 1975, the greatest percentage of immigrants came from what part of the world? What countries contributed the largest part of this area's total?
2. Between 1971-75 the greatest percentage of immigrants came from what part of the world? What countries contributed the largest part of this areas total?
3. Compare your answers to questions 1 and 2. What changes have taken place in U.S. immigration? What do you think might be the reasons for the change?
4. Comparing Asian immigration with immigration from other areas of the world, what is the difference between the percentage for 1971-75 and the percentage for 1820-1975. What historically might explain this increase?
5. Between 1920 and 1960 is the percentage of native born Americans increasing or decreasing?
6. In 1970 are the greatest number of foreign born living in urban or rural settings? What might explain this?
7. Are the numbers of people in other races between 1920 and 1970 increasing or decreasing?

8. In what years do the number of foreign born females out number foreign born males?

Using charts 43 and 44, have students individually or in groups answer the following questions:

1. What percentage of your state's population was foreign stock in 1960?

2. What percentage of your state was foreign stock in 1970?

3. Over the 10 year period has there been an increase or a decrease in foreign stock in your state?

4. Of the immigrants in your state the largest percentage have come from what country?

5. What countries provided the largest percentage of immigrants to other states in your geographic location? Is it the same or different from your state?

6. Of the foreign stock in your state in 1970, are the greatest number foreign born or native born of foreign or mixed parentage?

7. Compare your geographic area to other parts of the country. How do the leading countries of origin compare. What might explain the differences and similarities?

8. List the 3 leading countries of origin in your state for 1970. For these countries (based on all people from these countries in 1970) what percent were high school graduates? What was the median income for 1970?

9. List historical evidence of the nationalities who immigrated to your community or area. (Consider street and place names, local festivals or customs, family names in your class or telephone book, famous local people, etc.)

10. Research the history of your community or state to find out more about the immigrants who settled. Why did they settle in your area or state and what contributions were made by immigrants?

11. If there are foreign born in your community, who might speak to the class, invite them to share their experiences as an immigrant with your class.

XII. International Activities in Local Churches

Objectives: 1. Students will use a questionnaire to survey local churches to determine their involvement in world projects.

2. Students will organize the data from the questionnaire into charts and tables.

3. Students will analyze the data and draw conclusions about where and how local churches participate in world projects.

Materials Needed: List of local churches available from local council of churches. Weekend edition of newspapers often print church directories, or local chambers of commerce may have church directories. The questionnaire is included, you may want to vary it to suit your own needs.

Procedure: Have students individually or in pairs contact the local churches to arrange for a meeting to complete the questionnaire. Prepare students to give an explanation of the objectives of the questionnaire and how the data will be used. Though questionnaires could be mailed, personal contact is suggested for more complete information and larger percentage of responses.

The data on the questionnaires should be tallied and placed on charts or tables that can be used by the class. On a map indicate where the world projects of local churches are located. Designated symbols could indicate the purpose of these world projects.

After compiling the data, the following discussion could be used:

1. In what areas of the world are projects of local church international located?

2. What conclusions can you draw about why local churches are involved in world projects?

3. What impact do you think these projects would have on the countries in which they are located?

Possible Variation: Rather than questionnaires, obtain a budget from local churches (sample included) and fill out the chart from the budget information. Figure what percentage of the budget is spent on world projects.

Using a church directory or telephone book, list the number of churches whose names suggest the ethnic origin of it's founders. Draw conclusions about the ethnic origins of people in your community.

QUESTIONNAIRE

This questionnaire is part of a social studies project to determine ways local churches are involved in world projects. The class will compile the results to show where and what kinds of world projects local churches are committed to. You are welcome to see our completed data. Thank you for helping us to find out how our local churches are involved with the world. If you have any questions, please call me at _____ or come to the school.

Thank you,

_____
(Teacher)

1. Name of the Church _____.

2. What world projects are regularly a part of your church program?

Project	Area of the World	Major Goal
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. What special world projects were a part of your church program during the past year?

_____	_____	_____
_____	_____	_____

4. What international topics have been studied by your church during the past year?

5. Have individuals from other countries visited your congregation in the past year? From what countries?

6. Have members of your congregation visited another country in the past year? To what countries?

If anyone in your church would be interested in talking about their experiences in another country, or if there is a visitor who would talk to the class about their home country, please indicate how they could be contacted.

Churches	Project	Area Of The World	Major Goal	International Topics Studied	Visitors From?	Countries Visited?
1.						
2.						
3.						
4.						
5.						
6.						

SAMPLE PROPOSED CHURCH BUDGET 1977
(A Portion of the Budget)

	Budget 1976	Proposed 1977
OUR WORLD MISSION		
World Service	$ 13,408.00	$ 14,748.00
General Advance Specials		
World Division		
Tom Russell-Haiti	325.00	325.00
Dr. & Mrs. Loren Beckman-Fiji Is.	2,000.00	2,000.00
Dr. & Mrs. John McGinnis-Rhodesia	3,000.00	3,000.00
Lynn Garver-Liberia	500.00	500.00
Harold Bunker-India	500.00	800.00
National Division		
St. John's Island - So. Carolina	350.00	350.00
Red Bird Mission - Kentucky	350.00	350.00
United Methodist Committee Relief	400.00	500.00
Conference Advance Specials		
Samaritan Center	300.00	500.00
Local District Youth Mission	225.00	500.00
Bashor Home	1,000.00	1,000.00
Hamilton Grove (Haven Hubbard)	400.00	400.00
Brazil Youth Camp	225.00	-0-
Family Work Camp	175.00	-0-
Mutombo Moyumbe (Rhodesia)	-0-	1,000.00
Church Extension, North Indiana Conf.	1,042.00	1,056.00
Higher Education - DePauw University University of Evansville, Indiana Central	1,389.00	1,416.00
Other		
Eric Williams-Africa	200.00	200.00
Lori Hartman-Campus Crusades	-0-	1,200.00
Work Area Operating	150.00	100.00
	$ 26,439.00	$ 30,545.00
OUR CHRISTIAN WORK AREAS		
Evangelism		
Radio Ministry	$ 1,800.00	$ 1,800.00
Special Speakers	150.00	300.00
Special Conferences	100.00	100.00
	$ 2,050.00	$ 2,200.00
TOTAL CHURCH BUDGET:	$173,045.00	$189,213.00

XIII. What We Found Out About Ourselves, Our Community and the World

Objectives: 1. Students will organize the information they have collected about their community using the basic categories used in the unit.

2. Students will prepare a magazine or newspaper to show what they have learned about the ties between their community and the world.

Materials Needed: All the information gathered while working on activities from each section of this booklet.

Procedure: The basic categories used in these activities suggest a format similar to Time magazine. You might let students look at some issues of Time to see how they are organized.

Then divide the class into groups with each group responsible for a section of their magazine. (People, Cities, Business and Industry, Agriculture, Civic and Service Organizations, Defense/Military, Education and Travel/ Entertainment.) A class leader could serve as editor of the magazine and help coordinate what is produced by the various groups. Student art work could be used for illustrating and advertising for imported products, or ads from local companies that export a product might be included.

Duplicate or mimeograph the finished product. This could be distributed to parents, classmates, local businesses, civic organizations or anyone who had an interest in what students are doing and learning.

APPENDIX A

THE ARIZONA REPUBLIC

EUGENE C. PULLIAM
1889-1975
Publisher 1946-1975

EUGENE S. PULLIAM
President

DARROW TULLY
Publisher

PAT MURPHY
Editor

ROBERT J. EARLY
Managing Editor

Where The Spirit Of The Lord Is, There Is Liberty—II Corinthians 3:17

Editorials

Boosting Trade

WHEN it comes to foreign trade, Arizona ranks 30th among the 50 states.

As Valley National Bank president Roger A. Lyon told an international luncheon in Phoenix, that's "quite good for a state with a relatively low population base and one that started rather late to promote foreign trade."

For a good many years, the United States sold far less to foreign nations than it bought from them.

This continuing unfavorable trade balance, which was in the neighborhood of $13 billion in 1978, was turned around in 1979. America's deficit in foreign trade last year was roughly $300 million, which represents a virtual balance.

The cause of the adverse balances was largely the skyrocketing OPEC price for oil.

Approaching a positive trade balance is one of the few cheering current economic developments. If it continues, the outlook will be far brighter.

The best way to continue selling American goods abroad is to teach Americans how to deal with foreigners. An interesting approach to this problem is the Arizona Project in Citizen Education for Cultural Understanding.

The project is being conducted at Arizona State University with the help of a federal grant.

Four schools have been designated as models, and 16 teachers have attended an intensive one-week workshop designed to prepare them to become leaders in citizen education for cultural understanding and global awareness.

The idea, quite simply, is to teach Americans how to overcome the prejudice which so often prove detrimental in international contacts.

On April 10 and 11 conferences will be held in Phoenix and Tucson to strengthen the key concept of interdependence. Developing a clear understanding of global education will be a primary objective.

While international trade may seem heady stuff for a relatively small desert state, education with a global perspective was never more necessary.

James M. Becker of Indiana University, who will address the Phoenix and Tucson meetings, has set the primary goal of "helping learners better understand the actions and policies of our country in relation to those of other nations and learning to link such understanding with responsible citizen action."

A flourishing international trade, on which many Arizona jobs depend, should be promoted by the project.

Reprint Courtesy of Arizona Project in Citizen Education for Cultural Understanding
Payne B-216 Arizona State University, Tempe, Az. 85281 (underlining added)